



Managing Islamic Religious Education Learning Media to Strengthen Student Character in the Digital Era

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ABSTRACT

This study aims to identify a conceptual pattern of learning media management that Islamic Religious Education teachers (PAI) can implement to strengthen students' character in the digital era. This study is based on literature, using documentation techniques to extract data, especially from printed and online literature. Data analysis uses three main steps: establishing rationale or conceptual relationships to explain how data relates to objectives, planning sampling, and formulating category coding. The results show that the learning media management pattern uses several steps: observing the learning outcomes that will be achieved according to the class being taught, considering the material that will be trained and the learning methods that will be used, considering the developmental stages of the students who will be taught, mapping the character values that will be strengthened in the learning process, as well as the various learning media that may be used. This step is then followed by developing the selected learning media, while simultaneously evaluating the media that has been used and its relationship to achieving character strengthening in students. This pattern can be an alternative for teachers in managing learning media while strengthening students' character in the digital era.

Keywords: *learning media management, student character, Managing Islamic Religious Education*

INTRODUCTION

Learning media are tools, equipment, or technology used to deliver material from educators to students, making learning more effective, engaging, and

understandable (Ani Cahyadi, 2019; Hamzah Pagarra et al., 2022). The primary function of learning media is to act as a communication medium between teachers and students, ensuring that the message or material delivered is clearly and effectively received. Furthermore, the media also play a role in increasing learning motivation, enriching the learning experience, and facilitating differences in student learning styles (Ani Cahyadi, 2019; Endi Rochaendi et al., 2024; Hamzah Pagarra et al., 2022). Through the appropriate use of media, students can participate more actively, think critically, and develop their creativity. Therefore, learning media is not merely a complement but a crucial component in creating a learning environment that is enjoyable, meaningful, and oriented towards optimal learning outcomes.

Learning media have experienced rapid progress in the digital era, alongside the increasing use of information and communication technology in education (Abd. Hadi Rohmani et al., 2024; Anisyah Yuniarti et al., 2023; Umi Kalsum et al., 2023). While learning media were previously more conventional, such as textbooks, whiteboards, or simple teaching aids, various digital innovations have now transformed the way teachers and students interact with subject matter. The presence of the internet, computers, smartphones, and various e-learning platforms allows for flexible learning processes without being limited by space and time. Digital media such as learning videos, interactive simulations, augmented reality (AR), virtual reality (VR), and learning management systems (LMS) make learning more engaging, contextual, and tailored to the needs of today's learners. Furthermore, digital media also encourages collaborative learning, where students can share knowledge, discuss, and collaborate online. This development certainly requires teachers to be careful and precise in managing it.

Teachers' accuracy and precision in managing learning media in the digital era are crucial for maintaining the relevance and effectiveness of the educational process (Anisyah Yuniarti et al., 2023; Umi Kalsum et al., 2023). Learning media management encompasses not only selecting the appropriate digital tools or platforms but also how teachers optimally design, utilize, and evaluate their use. With proper management, digital media such as interactive videos, learning apps, and online platforms can be used to increase student participation, expand learning resources, and foster 21st-century skills such as critical thinking, collaboration, and creativity. However, without planned management, the use of digital media can actually lead to distraction, technology dependency, or access gaps for students. Therefore, teachers, including Islamic Religious Education teachers, need strong digital literacy, ethical technology use, and adaptive skills to face changes in educational technology.

In the current digital era, Islamic Religious Education (PAI) teachers can creatively and effectively utilize learning media to strengthen students' character (Ali Ridho, 2023; Rizal Arjunnajata et al., 2024). Learning media can be well-designed to become strategic tools for instilling Islamic values, noble morals, and spirituality amidst the rapid digital culture that often conflicts with moral values. Through interactive videos, Islamic digital content, simulations, and online learning platforms, teachers can convey religious teachings in a more engaging, contextual, and relevant way for millennials and Generation Z. Furthermore, the use of digital media also allows students to actively participate, discuss, and reflect on Islamic values in their daily lives. Thus, PAI teachers serve not only as transmitters of knowledge but also as moral and spiritual guides, utilizing technology to shape students' character. Hence, they become individuals who are faithful, ethical, and wise in using technology in the digital era.

Research on Islamic Religious Education learning media and its relationship to strengthening student character has been conducted by several previous researchers, including: 1) research on technology-based learning media used in providing character education during the Covid-19 pandemic (Giantomi Muhammad et al., 2021), 2) Research on the integration of information technology-based Islamic Religious Education learning media which has been proven to have a positive impact on increasing motivation and learning achievement, as well as student interest in learning (Siti Rohmatun et al., 2024), 3) Research on the development of learning media which has been proven to be able to improve honest and fair character in students (Subair, 2020), 4) The use of ICT-based learning media in Islamic Religious Education subjects has shown a positive impact on student character formation (Pipi Sopyani et al., 2025). Several of these studies indicate that efforts to comprehensively manage Islamic Religious Education learning media, aiming to strengthen various character traits in students, are still limited. Therefore, this research is essential and strategic as an alternative pattern for Islamic Religious Education teachers to develop learning media as part of efforts to strengthen student character in the digital era.

METHOD

This research employs a literature study, which involves collecting information and data using various materials available in libraries and internet sources, related to the problem to be solved. The activity consists of collecting, systematically analyzing, and processing data, using specific methods/techniques to address the issues faced, and utilizing the documentation method to extract data (Milya Sari & Asmendri, 2020). The documents used in

this study include printed documents and soft files. Some of the primary and supporting documents include:

Table 1. Primary and Supporting Literature

No	Type of Library	Literature Theme		
		Learning Media	Character Education	Islamic Religious Education
1	Printed Books	5	3	1
2	e-books	4	5	1
3	Journal Articles	14	5	12

The data analysis technique in this research was carried out by adapting Fraenkel and Wallen's opinions (Pupuh Fathurahman, 2011), especially in three main steps: the first step was establishing a rational context or relationship to explain how the data relates to the objectives. This means that the analysis is conducted to logistically connect the existing data with the desired research or project objectives. In this way, the data is not only understood separately but also explained in terms of how it supports or answers the central questions in accordance with the stated goals. Operationally, this step involves examining each primary and supporting reference relevant to developing a concept for managing Islamic Religious Education (PAI) learning media, which can be utilized to strengthen student character. The second step is outlining the sample conclusions. This means that the researcher needs to determine relevant and representative literature sources according to the research focus. This plan systematically organizes the data selection process, allowing the analysis to be conducted based on appropriate literature and effectively supporting the research objectives. Operationally, this step means that the researcher takes samples from several literatures regarding the development of learning media, Islamic Religious Education literature, and literature on character. The samples are examined, and their connection with the objectives of this research is sought. The third step is formulating category coding. This involves researchers identifying and grouping key themes or concepts from the collected literature data to make the analysis more structured and systematic. This process helps identify patterns and relationships between pieces of information, making it easier for researchers to interpret the results of the literature study in depth and with focus.

RESULTS AND DISCUSSION

The learning media management pattern that Islamic Religious Education (PAI) teachers can implement to strengthen student character in the digital era involves several stages/processes, namely:

1. Islamic Religious Education teachers examine the learning outcomes to be achieved according to the class they teach before implementing learning media.

This is the primary basis for Islamic Religious Education Teachers in designing learning modules to ensure they are accurate (Fahriana Nurrisa & Salamah, 2025; Helly Apriyanti, 2023), before developing learning media. By clearly understanding the desired learning outcomes and objectives, teachers can adapt learning media to be relevant to the cognitive, affective, and psychomotor development levels of students at that grade level. Furthermore, carefully examining learning outcomes allows teachers to select appropriate content, avoid information that is too difficult or too easy, and ensure that the media used motivates and facilitates the learning process effectively. Without a thorough understanding of learning outcomes, media development can be less focused and less than optimal in supporting student competency achievement, making it difficult to achieve the desired learning outcomes. Therefore, Islamic Religious Education teachers must first thoroughly review competency standards and learning achievement indicators to ensure that the media they create positively impact and support the success of the overall learning process.

Examples of learning outcomes for Islamic Religious Education at the Junior High School level (Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2025), namely:

Table 2. PAI learning outcomes for grade 7 junior high school

No	Elements	Learning Outcomes
1	Al-Qur'an Hadis	Understand the verses of the Qur'an and hadith about the importance of faith, piety, tolerance, love of the country, scientific enthusiasm, and patience in facing disasters and trials.
2	Akidah	Understand the pillars of faith and things that can strengthen faith.
3	Akhlak	Understanding sincerity, gratitude to Allah SWT, love of the apostle, husnuzan, compassion for others, and the natural environment.
4	Fikih	Understand the provisions for prostration, prayer, obligations towards corpses, Hajj

		and Umrah, animal slaughter, sacrifice, aqikah, and rukhsah from the perspective of the Islamic jurisprudence school of law.
5	Sejarah Peradaban Islam	Understanding the civilizations of the Umayyah, Abbasiyyah, Fatimiyah, Ottoman Turks, Syafawi, and Mughal.

Through this review, Islamic Religious Education teachers can understand the minimum competencies and learning achievement indicators that students must attain according to their grade level. This is then followed by formulating specific objectives to be achieved in the learning process based on these previously understood outcomes.

2. Islamic Religious Education teachers consider the material to be taught and the learning methods to be used before implementing learning media.

Islamic Religious Education (PAI) teachers need to carefully consider the material to be taught before implementing instructional media (Andi Kristanto, 2016; Sjahidul Haq Chotib, 2018), as the material is the core of the learning process and the basis for achieving student competencies. By thoroughly understanding the material to be delivered, teachers can select or develop instructional media that are genuinely relevant and capable of supporting effective delivery. This consideration is crucial to ensure that the media used is not only visually or technologically appealing but also appropriate for the material's content, ensuring students receive the intended message. Furthermore, a well-understood material will make it easier for teachers to adapt media to suit the level of difficulty and characteristics of students, making learning more meaningful and less confusing. Appropriate press based on the material also allows teachers to optimize learning time and enhance teacher-student interaction. In other words, considering the material before selecting instructional media is a strategic step that will ensure the teaching and learning process is effective, efficient, and optimally achieves educational goals. Therefore, Islamic Religious Education (PAI) teachers must prioritize understanding the material in their lesson planning so that the media they implement can significantly contribute to the development of students' religious competencies.

In addition to considering the material, an Islamic Religious Education teacher also needs to consider the learning method to be used (Agus Prastya, 2016; Andi Kristanto, 2016; Desty Endrawati Subroto, 2023). This is because the technique determines how the teaching and learning process takes place and how the media is used effectively. The proper learning method will help teachers choose the most suitable media to support learning objectives optimally. For

example, if a teacher decides on a discussion method, interactive media that encourages active student participation will be more effective than passive media, such as video displays without interaction. Furthermore, the chosen method must be tailored to the characteristics of the students and the learning material to make the learning process more engaging, easier to understand, and able to increase student motivation. By prioritizing the learning method, Islamic Religious Education teachers can avoid using irrelevant or less supportive media, ensuring that the learning media effectively strengthen student understanding and engagement in the learning process. This also allows teachers to organize more systematic and structured learning strategies, thereby ensuring student competency achievement. Therefore, determining the appropriate learning method before implementing the media is crucial to ensure it can be used optimally and effectively in achieving the overall goals of Islamic religious education.

An example of the results of mapping Islamic Religious Education materials (Tatik Pudjiani & Bagus Mustkim, 2021), and learning methods in grade VII of junior high school for the Al-Qur'an and Hadith elements is as follows:

Table 3. PAI learning outcomes for grade 7 junior high school

Element	Chapter	Learning Objectives	Learning Method
Al-Qur'an Hadis	Al-Qur'an and Sunah as a Life Guide	Reading Q.S. An-Nisa'/4:59 and Q.S. An-Nahl/16:64 according to the rules of Tajweed.	Demonstration/Practice
		Memorizing Q.S. An-Nisa'/4:59 and Q.S. An-Nahl/16:64 according to the rules of Tajweed	Demonstration
		Explaining the content of Q.S. An-Nisa'/4:59 and Q.S. An-Nahl/16:64 regarding the position of Hadith in relation to the Qur'an	Lecture, Discussion, and Q&A
		Creating a concept map of the definition of Hadith and its function in relation to the Qur'an	Practice

Mapping learning outcomes before selecting instructional media is a crucial step because it forms the basis for a focused, effective, and meaningful teaching and learning process. By mapping learning outcomes, educators can clearly understand the competencies students must attain, including knowledge, skills, and attitudes, so that the media chosen truly supports the achievement of these goals. Without a clear mapping, instructional media risks becoming merely visually appealing tools that lack relevance to students' learning needs. Furthermore, mapping learning outcomes helps teachers adapt media to the characteristics of the material, the developmental level of students, and the learning context, ensuring that the media used is neither too simple nor too complex. This process also allows educators to optimize the media's function as a means to facilitate conceptual understanding, increase learning motivation, and encourage active student engagement. Thus, mapping learning outcomes is not merely an administrative step, but a crucial foundation for pedagogical decision-making, ensuring that instructional media selection is targeted and has a real impact on the quality of learning.

3. Islamic Religious Education teachers consider the developmental stages of the students they will teach before implementing learning media.

Considering students' developmental stages before selecting learning media is crucial for teachers (Desty Endrawati Subroto, 2023; Dewi Suminar, 2019), as each student has different levels of cognitive, emotional, and social abilities based on their age. By understanding these developmental stages, teachers can adapt learning media to suit the students' needs and characteristics, stimulate their interest in learning, and facilitate optimal understanding of the material. The chosen press must present content in a way that is easily understood and relevant to students at their specific developmental stage, ensuring effective and enjoyable learning. For example, elementary school students will understand material more easily through simple, visual, and interactive media, while older students may require more complex and analytical media. If teachers fail to consider students' developmental stages, the use of instructional media can be less effective and even lead to confusion or a decrease in student motivation. Therefore, understanding student developmental stages is a crucial foundation for lesson planning, which involves selecting appropriate media to ensure smooth learning, a positive impact, and optimal student achievement. The developmental stages every junior high school teacher needs to understand include: physical, cognitive, social, and emotional development (Dina Nabilatul Azmi et al., 2023; Pupu Saeful Rohmat, 2018).

4. Islamic Religious Education teachers map the character values to be strengthened through the application of learning media.

Teachers need to map the character values to be strengthened through the application of learning media (Afifah Zafirah et al., 2018; Arief Cahyo Utomo et al., 2024), because learning not only aims to develop students' cognitive aspects but also to shape a good personality and character as a foundation for future life. By mapping character values first, teachers can select or develop learning media that specifically support the instillation of positive values such as honesty, discipline, responsibility, cooperation, and empathy (Amrul Giyono et al., 2024; Fadilah et al., 2021; Heri Gunawan, 2022; Kepala Badan Penelitian dan Pengembangan Kemendiknas, 2011; Miftakhul Muthoharoh, 2021; Sawaludin, 2023; Sofyan Tsauri, 2015; Sri Zulfida, 2020; Taufik Abdillah Syukur, 2024), in accordance with the desired character education goals. Learning media designed with character values in mind can provide concrete examples and relevant learning experiences so that students not only understand the material concepts but also internalize and apply these values in their daily lives. Furthermore, mapping character values helps teachers design learning activities that are integrated with character strengthening, making the learning process more meaningful and holistic. If teachers neglect character value mapping, the media used may focus solely on the knowledge aspect, failing to contribute positively to student character development. Therefore, mapping character values before implementing learning media is a crucial strategic step to ensure that the media is not only effective in delivering material but also capable of developing a young generation with noble character and prepared to face life's challenges holistically.

An example of character mapping linked to the objectives and materials of morals learning that Islamic Religious Education (PAI) teachers can conduct before implementing learning media:

Table 4. Character mapping is linked to PAI learning objectives and materials

Element	Chapter	Learning Objectives	Student's Character
Akhlak	Avoiding Backbiting (Ghibah) and Carrying Out Tabayun	Describe the Islamic message of social harmony by avoiding gossip and cultivating a correct attitude of tabayyun.	Religious, tolerant, honest
		Correctly examine the differences between gossip content and product criticism and	Religious, responsible, honest, curious, likes to read.

		reviews on social media.	
		Correctly compile content reviews on various social media platforms.	Religious, responsible, honest, disciplined, creative, curious

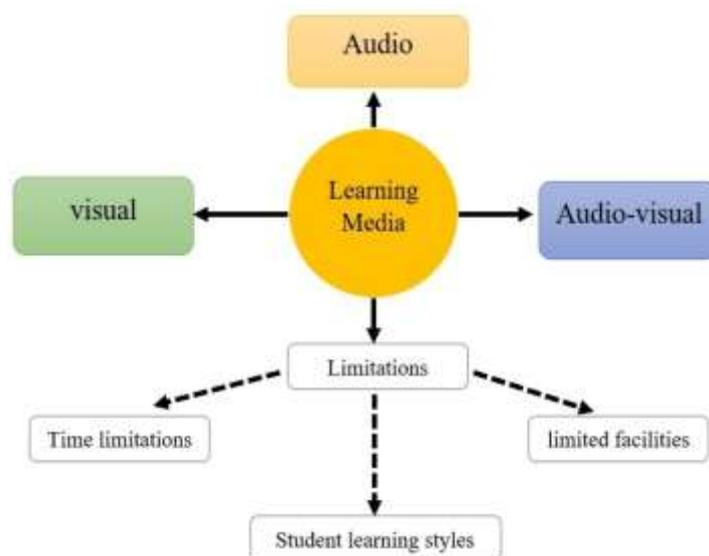
This mapping is important for teachers to ensure that the learning process focuses not only on academic achievement but also on the development of students' personalities. By mapping character traits such as responsibility, cooperation, honesty, independence, creativity, or curiosity, teachers can select and design learning media that intentionally stimulate the emergence of these attitudes and behaviors in learning activities. Learning media designed without considering character building tends to function only as a means of conveying material, even though media have great potential to shape positive habits and values through interactive, collaborative, and reflective activities. Through character mapping, teachers can also ensure that media use aligns with learning objectives and the values they want to instill, for example, project-based media to foster cooperation and responsibility, or interactive digital media to train independence and critical thinking. Thus, character mapping helps teachers maximize the role of learning media as a comprehensive educational tool, which not only improves conceptual understanding but also strengthens students' character sustainably.

5. Islamic Religious Education (PAI) teachers consider the variety of learning media available for use.

Islamic Religious Education (PAI) teachers need to consider the variety of learning media available before implementing them in the learning process. This ensures they choose the media that best suits the needs and characteristics of students, as well as the learning objectives. By considering various types of media – such as visual, audio, audio-visual, and interactive media – teachers can tailor their media choices to the material being taught and the learning methods being used, thereby making the learning process more effective and engaging (Dela Erlitaviana & Dewi Nilam Tyas, 2025; Lilis Muti et al., 2020; Novi Marlina et al., 2019). Furthermore, selecting the right media from the various available alternatives allows teachers to overcome multiple learning obstacles, such as limited time, facilities, and varying student learning styles. In this way, PAI teachers can maximize the media's potential to strengthen student understanding, increase learning motivation, and create a more dynamic and interactive learning environment. Therefore, considering the variety of learning

media before using them is a crucial step for PAI teachers to achieve optimal and meaningful learning outcomes for students.

Examples of the variety of learning media that PAI teachers can choose to implement in the learning process:



Picture 1. Variety of learning media and the limitations

Source: personal researcher documentation

These considerations by teachers play a strategic role in determining the success of the learning process. Selecting the right media can help convey material more clearly, concretely, and engagingly, making it easier for students to understand the concepts being studied. Furthermore, each medium has different characteristics, advantages, and limitations, so teachers need to adapt it to the learning objectives, student characteristics, material, and classroom conditions and available resources. Inappropriate media can result in less effective learning, reduce learning motivation, or even cause confusion among students. By carefully considering media, teachers can also create a more active and participatory learning environment, as appropriate media can optimally encourage student interaction, discussion, and engagement. Therefore, careful consideration in selecting learning media is a crucial part of learning planning to ensure the teaching and learning process is efficient, meaningful, and achieves its stated objectives.

6. Islamic Religious Education teachers develop selected learning media to strengthen students' character.

- a. Developing visual-based learning media can be done by creating teaching materials that combine images, illustrations, and infographics (Rizki

Pebrina & Rusyda Annisa, 2023; Suhaini et al., 2023), that depict character values in a concrete and easily understood way for students. For example, teachers can develop learning modules equipped with comics or illustrated stories depicting everyday situations in which the characters demonstrate honesty, discipline, and mutual respect. These visual media not only capture students' attention but also help them recognize and understand the positive behaviors expected in everyday life. With creatively designed and relevant visual-based learning media, students not only learn the theory of character but also see and experience real-life examples that motivate them to internalize and practice character values in their daily lives.

- b. The development of audio-based learning media can be realized through the creation of story recordings, fairy tales, or audio dramas (M. Nasron H et al., 2024; Tiara Aulia Andari et al., 2023), that contain character values such as honesty, discipline, responsibility, and cooperation. For example, teachers can have students compose inspirational narratives featuring characters with positive behavior in facing various challenges, allowing students to easily listen and imagine the situation without relying on visuals. In addition, teachers can also develop character-themed songs that are easy to remember and enjoyable, which can help students internalize these values more naturally. With appropriate and engaging audio-based learning media, the character learning process can be more flexible, stimulate students' imaginations, and foster ongoing awareness and application of character values in everyday life.
- c. The development of audio-visual-based learning media can be done by creating learning videos that combine elements of sound, images, and movement to convey moral messages and character values engagingly and contextually (Risma Anggraeni & Rina Maryanti, 2021; Siti Munawaroh et al., 2022; Winarto et al., 2020). For example, teachers can create short videos that show true stories or simulate everyday situations in which students are faced with moral choices, such as being honest, respecting parents and teachers, or demonstrating cooperation in a group. Through the combination of engaging visuals and touching audio narration, students can more easily understand the meaning of each positive action displayed, while also fostering empathy and reflection on their own behavior. In addition, teachers can also utilize educational films, Islamic animations, or short documentaries that contain character values in accordance with religious teachings and the context of students' lives. Thus, audio-visual-based learning media are a potent tool for

comprehensively strengthening students' character, as they can simultaneously address the cognitive, affective, and psychomotor aspects in the learning process.

Creating audio, visual, and audiovisual-based learning media is crucial for strengthening students' character, as learning is not merely about transferring knowledge but also about shaping positive attitudes and values in students. Consciously and thoughtfully designed learning media can be an effective way to instill character traits such as discipline, responsibility, cooperation, honesty, empathy, and independence through contextual and meaningful learning activities. By creating their own media, teachers can tailor the content, presentation, and activities to students' needs, school culture, and the character values they wish to reinforce. Such media allows students not only to receive information but also to experience, practice, and reflect on character values in the learning process. Furthermore, teachers' efforts in developing learning media demonstrate exemplary creativity, caring, and responsibility, which indirectly serve as concrete examples for students. Therefore, the creation of learning media by teachers is a crucial investment in creating holistic, meaningful learning that is oriented toward continuously strengthening students' character.

7. Islamic Religious Education teachers evaluate the learning media used, particularly their support for strengthening student character.

Teachers need to evaluate the learning media they use because evaluation is crucial for assessing the media's effectiveness in supporting the learning process, particularly in strengthening student character (Fajrul Falah & Evi Fatimatur Rusydiyah, 2022; Hamdan Husein Batubara, 2020; Rahmat Permana, 2025). Through evaluation, teachers can determine whether the intended character values have been effectively conveyed and internalized by students in their actual behavior. Evaluation also helps teachers identify the strengths and weaknesses of the media used, allowing them to make improvements or adjustments to make the media more relevant and meaningful in subsequent lessons. Furthermore, by evaluating learning media, teachers can ensure that the selected media is not only visually appealing but also has a positive impact on students' attitudinal, moral, and spiritual development. This evaluation process can be conducted through observation, reflection, and feedback from students regarding their experiences using the media. Thus, evaluation becomes an integral part of the ongoing development of learning media, focusing not only on cognitive achievement but also on the formation of student character, which is the primary goal of holistic and noble education.

Examples of evaluation formats in learning media used to strengthen student character:

Table 5. Evaluation format learning media is used to enhance students' character

Observed Aspects	Evaluation Indicators	Yes	No
Suitability to Learning Objectives	The media supports the achievement of Islamic Religious Education (PAI) learning objectives.		
	The media is relevant to the character values being strengthened (e.g., honesty, discipline, responsibility, tolerance).		
Quality of Content and Message	The messages conveyed align with Islamic teachings and positive moral values.		
	The media content encourages students to think critically and reflectively about character values.		
Student Engagement and Response	The media does not contain elements that conflict with religious or ethical values.		
	The media captures students' attention and increases their motivation to learn.		
	Students actively participate during learning using the media.		
Suitability to Student Characteristics	The media helps students express and apply character values in real-life situations.		
	The media is appropriate for the students' age, level of understanding, and abilities.		
Effectiveness in Character Building	The media is easy for students to use and understand.		
	Students' understanding of character values increases after using the media.		
	The media motivates students to apply character values in their daily lives.		
General Evaluation and Follow-up	Teachers can observe positive changes in students' behavior after the learning process.		
	The media is suitable for reuse in subsequent learning.		

	Improvements or development of the media are needed to make it more effective.		
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The seven-part management pattern for Islamic Religious Education learning media to strengthen student character aligns at least somewhat with the ASSURE Model theory (Robert Heinich et al., 2002). This theory encompasses the stages of analyzing learners, stating objectives, selecting methods, media, and materials, utilizing these resources, requiring learner participation, and evaluating and revising. Comparing the two, the following can be illustrated:

Table 6. Analysis of learning media management patterns for character strengthening with the ASSURE theory

No	The Assure Theory	Number sequence in Management Pattern
1	Analyze Learners	3
2	State Objectives	1
3	Select Methods, Media, and Materials	2, 5
4	Utilize Media and Materials	6
5	Require Learner Participation	6
6	Evaluate and Revise	7

This management pattern demonstrates that the ASSURE Model theory is the core, which is further developed in this study. Therefore, based on the ASSURE theory, character mapping, as described in point 4 in the learning media management pattern, has not been implemented. This is very possible because learning media is generally intended as a means of conveying material to students. Therefore, Islamic Religious Education teachers can develop media that is not only limited to that function but can also be directed to strengthen students' character. This complements the research conducted by several previous researchers (Giantomi Muhammad et al., 2021; Pipi Sopyani et al., 2025; Siti Rohmatun et al., 2024; Subair, 2020), and is an essential finding in learning media management, especially in today's digital era.

CONCLUSION

The learning media management pattern used by Islamic Religious Education teachers is intended not only as a means of delivering material but also to strengthen students' character. The pattern used consists of several steps, namely examining the learning outcomes for the class and considering the material to be taught. The learning methods should consider the developmental

stages of the students, map the character values to be strengthened, and incorporate a variety of learning media. These steps are followed by developing the selected learning media while simultaneously evaluating the media used and their relationship to achieving character strengthening in students. This pattern is part of an effort to adapt the ASSURE theory. Additionally, it complements several previous studies that focused on developing learning media, particularly for Islamic Religious Education subjects. In addition, this research can be an alternative for Islamic Religious Education teachers in managing learning media while strengthening students' character in the digital era.

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